

School Accountability Report Card for School Year 2003-2004

Published in 2004-2005

Grant Middle School

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**Believe
Achieve
Succeed**

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A Message from the Principal . . .

The purpose of the School Accountability Report Card is to provide parents and the community information about our school, its resources, its successes, and the areas of concentration that need improvement. This report card is published annually. The statistics reported are from the 2003-2004 school year unless otherwise noted. In some cases, comparison data covering three consecutive years is provided.

The staff at Grant Middle School is dedicated to student success. We believe with hard work, a conscientious effort and strong motivation, our students will reach their established goals. The Grant staff works collaboratively in departments, grade levels and integrated/vertical teams in an effort to plan and deliver rigorous standards based curriculum, with meaningful assessments to strengthen instructional strategies and increase student achievement. In order to achieve academic excellence our teachers are committed to establishing realistic expectations, clear boundaries, high standards for achievement, and provide/recommend interventions when necessary. Together as a team we will create a safe and healthy environment that promotes growth and continuous learning throughout the Grant community where we sincerely believe that with hard work all of our students can achieve their goals and succeed as contributing members of a global society.

Randolph Garcia, Principal
Grant Middle School

Opportunities for Parent Involvement

- **Parent Teacher Student Association (PTSA)** PTSA supports the school financially and in activities such as Family Math Night, Family Science Night, Student Recognition and Classroom Support.
- **School Site Council (SSC)** Our governance body of staff and parents oversees the School-based Coordinated Programs. They approve the budget and provide input to support *The School Plan for Student Achievement*.
- **English Learner Advisory Council (ELAC)** Parents provide input and guidance in the implementation of programs that are offered for English Language Learners (ELL).
- **Parent Task Force (PTF)** Sponsored by the GEAR UP Program, it provides parents with a forum to discuss issues and concerns regarding our school and students. Monthly workshops provide parents with skills to help their students in the areas of academics and adolescents.
- **Classroom Volunteers:** Volunteers support teachers by preparing materials and working one on one with students.
- Grant Middle School parents represent the school by attending district level meetings such as DAC, DELAC, GATE PAC, Book Review Committee and the Superintendent's Planning Council.

Parents interested in becoming involved at Grant Middle School are encouraged to contact the Parent Involvement Technician at 760-432-2452.

Mission Statement

The Grant Middle School Community will provide all students with an academic foundation to make a successful transition into high school and create a desire for lifelong learning.

DEMOGRAPHIC INFORMATION

Student Enrollment

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level Enrollment

Grade 6	494
Grade 7	502
Grade 8	469
Total Enrollment	1465

Enrollment By Ethnic Group

African-American	1.6%
American Indian or Alaska Native	0.3%
Asian	1.0%
Filipino	1.0%
Hispanic or Latino	85.2%
Pacific Islander	0.3%
White (Not Hispanic)	10.6%
Multiple or No Response	0.1%

SCHOOL SAFETY AND CLIMATE FOR LEARNING

District School Safety Plan

Each school participates in annual Safe School Planning, which includes review of its safety policies in relation to board policy, administrative regulations and the Education Code. The plans are reviewed and updated using discipline data, crime report data and parent survey information. The plan was last reviewed and approved in February, 2005. Each school safety committee meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Schools have Safety Patrols and crossing guards that work before and after school to provide safe ingress and egress from schools. Supervision is provided before and after school as well as during recess and lunch breaks. All visitors to any campus are required to sign in at the front office and wear a visitors' badge as a signal to staff and students. Access to campus is limited as much as possible by limiting open gate entrances. Two Resource Officers serve all the elementary and middle schools and are on call during school hours. Schools are cleaned and maintained on a regular basis. All campuses strive to be graffiti free and any violations are handled through the special graffiti officer assigned by the police department. A scientifically research based curriculum was implemented in the fall of 2004 for all students in grades K-8. The curriculum focuses on character development as well as drug and violence prevention.

SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

Facilities and Safety

General

The district focuses cooperative attention through every department and every employee to ensure that all schools are clean, safe, and functional. The team approach to interdisciplinary problem solving makes Escondido Union School District a child-friendly learning environment.

In March 2002, voters in the Escondido community passed Prop K, providing funding to schools for facilities improvements and long-needed projects. The Independent Citizens Oversight Committee (ICOC) meets with District staff twice monthly to collaborate on projects funded by Prop K, and promotes community involvement in the school district initiatives.

School Buildings

This middle school opened in 1954 and serves grades 6-8. Grant has 85,114 square feet of space for its 1,200 students.

The initial construction included 21 classrooms in 12 buildings and an Administration Building. In 1958, additional construction added a Multipurpose and Food Service building and a Physical Education building, and four more classrooms in two buildings. Another permanent classroom building was added in 1962. A Library building and three additional classrooms were constructed in 1980. A total of 32 relocatable classroom and special-use buildings have been added over the years—22 in 1987; 3 in 1988; 4 in 1997; and 3 in 2000. Additional (relocatable) restrooms were added in 1987 and 2003. The original buildings completed modernization in 1999.

A \$2.7 million modernization project was completed in 1999 which addressed accessibility upgrades, new cabling for voice, data, and security, new whiteboards for classrooms, and improvements to HVAC systems, lighting, and the kitchen, as well as many other small projects of improvement.

Maintenance and Repair

District maintenance staff methodically accomplishes the repairs necessary to keep the school in good repair and working order. A web-based work order process is used to allow both maintenance staff and school staff to initiate work order requests. This work order process is a dynamic resource for our interdisciplinary team approach to achieve excellence in clean, safe, functional, child-friendly campuses. Work orders are prioritized by the team leaders, emergency needs are met immediately, and general repair and maintenance work flows steadily through organized and well-managed procedures.

In 2003-2004, the District maintenance staff successfully completed three HVAC repairs, one electrical repair, four sewer repairs (generally sewer backups from clogged toilets), and two hazardous waste abatements. All emergency requests for repair work were completed within a reasonable time frame.

Cleaning Process and Schedule

District cleaning schedules and measures of standard are reviewed, upgraded, and re-issued annually. These schedules are adjusted to accommodate the population census of each school campus, adjusting frequency in schedules in response to changing populations. On-site custodial staff can solicit additional staff support from Maintenance & Operations to accomplish extraordinary projects or special needs outside the routine cleaning schedules. School administrative staff, teachers, custodial staff, and maintenance staff work cooperatively in both quality control inspections and scheduling to assure the highest levels of cleanliness for the health and safety of our children.

SCHOOL SAFETY AND CLIMATE FOR LEARNING (cont.)

Facilities and Safety (cont.)

Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state matching funds to assist with expenditures for major repair or replacement of existing building components. Typically this includes roofing, plumbing, heating, air conditioning, electrical systems, exterior painting, and floor systems.

The District plans to spend \$25,000 from Deferred Maintenance funds in 04-05 for roofing.

School Programs and Practices that Promote a Positive Learning Environment

The learning environment and the schoolwide discipline plan at Grant Middle School focuses on providing all students with the skills they need to be responsible and a positive influence on campus. The Positive Action curriculum focuses on building character as well as drug and violence prevention. Appropriate behavior is expected at all times and students are reminded each day to follow The Honor Level System.

The Honor Level System is a program designed to recognize students for good behavior. It supplements the teacher's classroom management system. An emphasis is placed on teaching students to take responsibility for their actions. An additional goal of the system is to create an atmosphere on campus in which students maintain proper behavior at all times.

Rewards for positive behavior may include prizes, movie passes, field trips, assemblies, special events and other incentives of interest to adolescents. Inappropriate behavior results in a series of progressive consequences and an accumulation of demerits. As the number of demerits increase, the students Honor Level moves down between 1-4. An Infraction Slip worth 1, 3 or 5 demerit points is issued to a student as a consequence for inappropriate behavior. Students may also be assigned Lunch or After School Detention, Friday Night School, Alternative Learning Center and Suspension.

In addition Grant Middle School recognizes students on a trimester basis in the areas of Academics, Citizenship, Effort and Attendance. Plus, each year students are recognized for exhibiting positive characteristics and determination to succeed through the 9 Perpetual Awards, which honor former deceased students and staff.

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	2001-02		2002-03		2003-04	
	School	District	School	District	School	District
Suspensions	387	1,545	384	1,743	460	1,790
<i>Suspension Rate</i>	.26	.08	.25	.09	.31	.09
Expulsions	5	25	12	35	27	64
<i>Expulsion Rate</i>	.01	.001	.007	.001	.02	.003

Standardized Testing and Reporting (STAR)

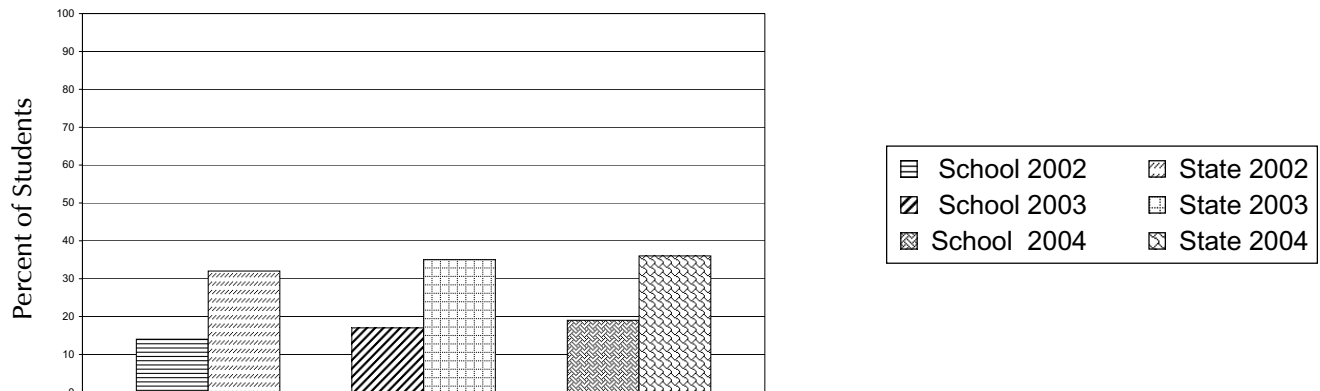
Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science in grades 5, 9, 10, and 11, and history/social science in grades 8, 10, and 11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

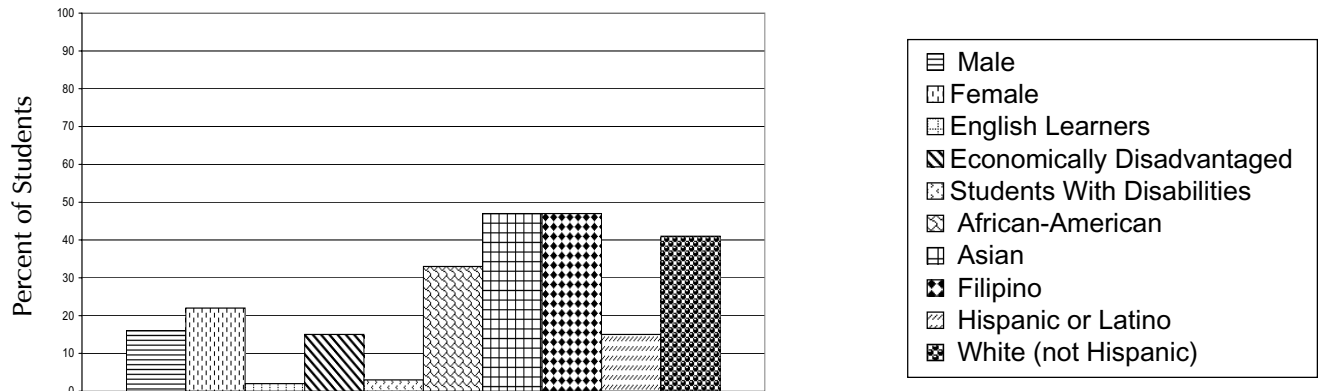
CST - English Language Arts

Percent of Students Scoring Proficient or Advanced



CST - Subgroups - English Language Arts

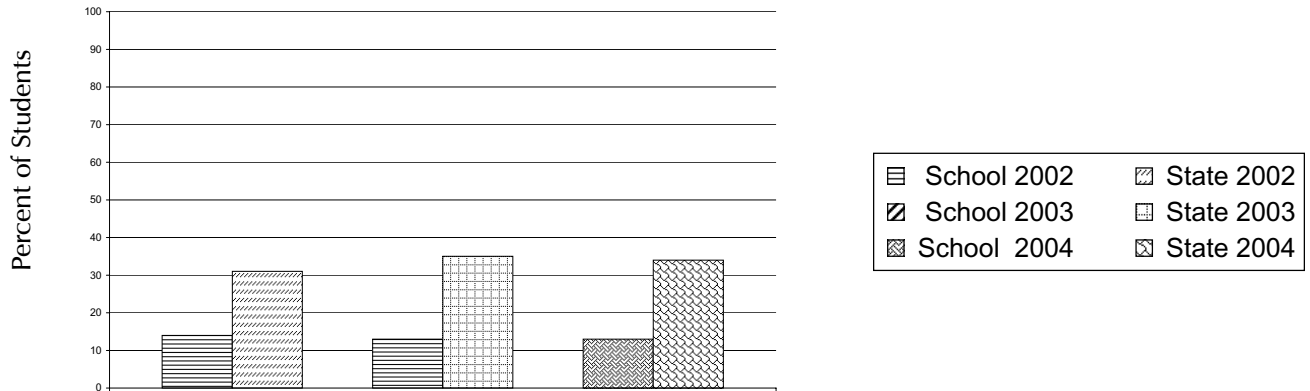
Percent of Students Scoring Proficient or Advanced



ACADEMIC DATA (cont.)

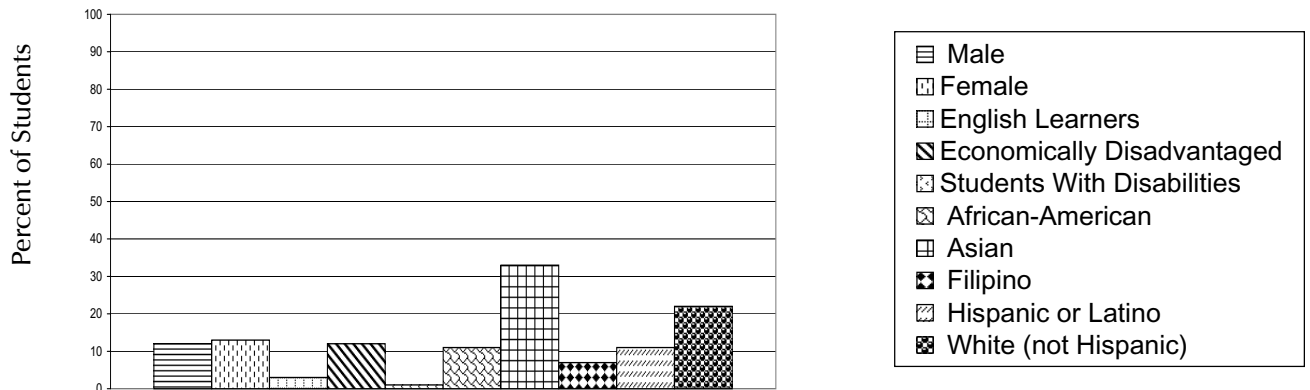
CST - Mathematics

Percent of Students Scoring Proficient or Advanced



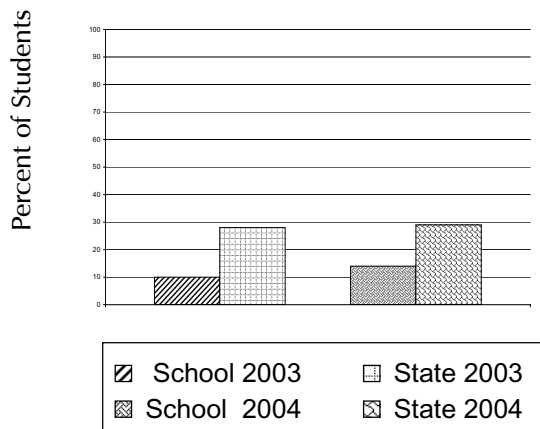
CST - Subgroups - Mathematics

Percent of Students Scoring Proficient or Advanced



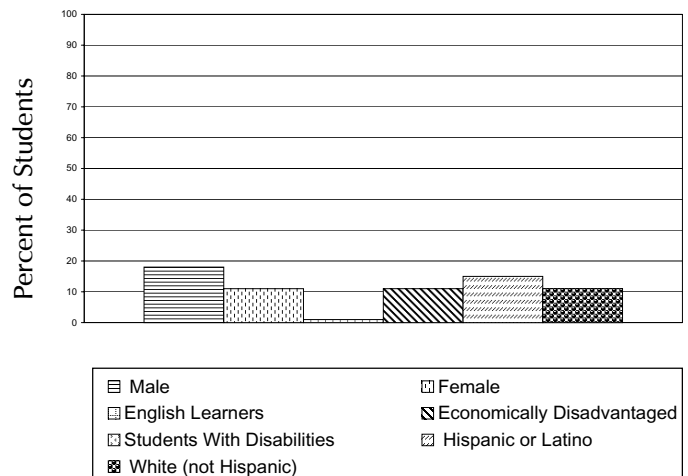
CST - History/Social Science

Percent of Students Scoring Proficient or Advanced



CST - Subgroups - History/Social Science

Percent of Students Scoring Proficient or Advanced

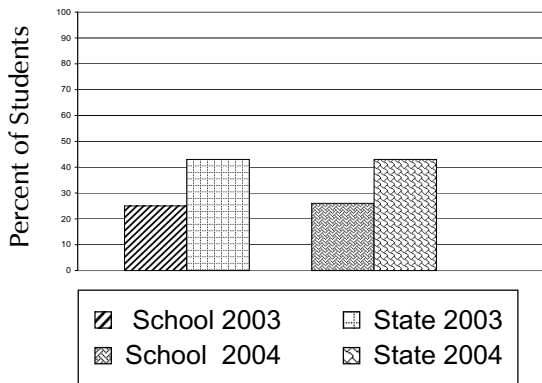


Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal.

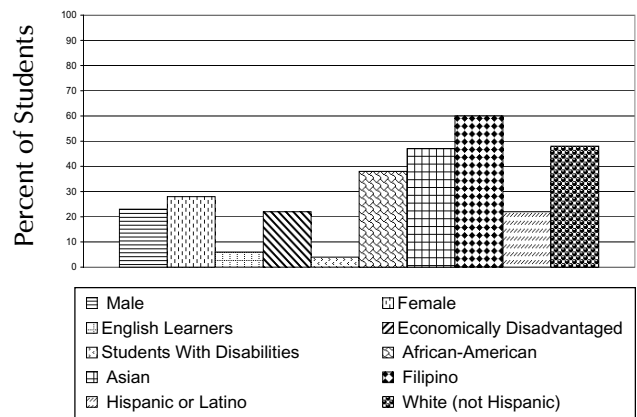
NRT - Reading

Percent of Students Scoring at or above the 50th Percentile



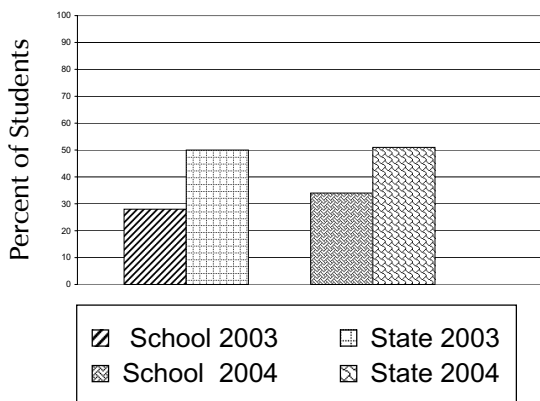
NRT - Subgroups - Reading

Percent of Students Scoring at or above the 50th Percentile



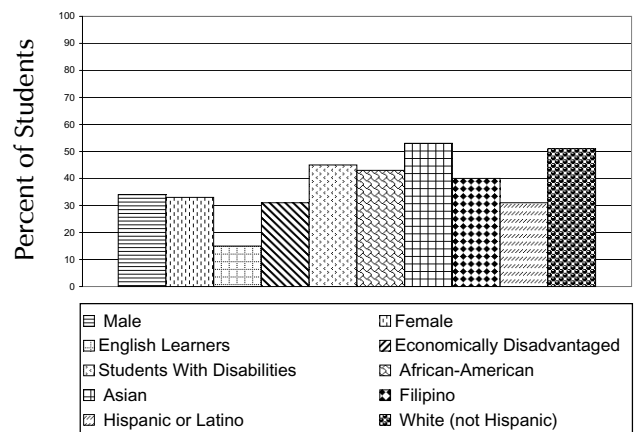
NRT - Mathematics

Percent of Students Scoring at or above the 50th Percentile



NRT - Subgroups - Mathematics

Percent of Students Scoring at or above the 50th Percentile



ACADEMIC DATA (cont.)

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
Percent Tested	98	99	99	Percent Tested	99	99	99
API Base Score	571	567	598	API Growth Score	563	598	619
Growth Target	11	12	10	Actual Growth	-8	31	21
Statewide Rank	3	2	2				
Similar Schools	8	7	4				

API Subgroups							
API Base Data				API Growth Data			
	2001	2002	2003		2001-2002	2002-2003	2003-2004
<i>Hispanic or Latino</i>							
API Base Score	531	542	577	API Growth Score	535	577	602
Growth Target	9	10	8	Actual Growth	4	35	25
<i>White (not Hispanic)</i>							
API Base Score	697	663	709	API Growth Score	673	710	729
Growth Target	9	10	8	Actual Growth	-24	47	20
<i>Socioeconomically Disadvantaged</i>							
API Base Score	537	528	559	API Growth Score	524	560	605
Growth Target	9	10	8	Actual Growth	-13	32	46

"A" means the school scored at or above the Statewide Performance Target of 800.

California Physical Fitness Test

The California Fitness Test measures the fitness levels of students in the six fitness standards. The test is administered to all 5th, 7th and 9th grade students. The test sets a minimum standard for each area which is called the Healthy Fitness Zone (HFZ) and students must meet the standard for all six areas to be considered fit. The HFZ reflects a standard level of fitness that offers some degree of protection against diseases that result from sedentary living.

Percent of Students Meeting Fitness Standard

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
7	16.0	14.5	17.3	26.0	28.7	23.4	29.1	31.3	27.0

Awards and Intervention Programs

Although state intervention and awards programs are currently in the California *Education Code*, the programs were not funded for the period addressed by this report.

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Districtwide, three schools or 15 percent of the schools did not meet all AYP requirements and were identified for the Title I Program Improvement program.

Groups	School			District		
	2002	2003	2004	2002	2003	2004
All Students	N/A	No	Yes	N/A	Yes	Yes
Hispanic or Latino	N/A	No	No	N/A	Yes	Yes
White (not Hispanic)	N/A	Yes	Yes	N/A	Yes	Yes
Economically Disadvantaged	N/A	No	No	N/A	Yes	Yes
English Learners	N/A	No	No	N/A	Yes	No
Students with Disabilities	N/A	Yes	No	N/A	Yes	Yes

CLASS SIZE

Average Class Size and Class Size Distribution

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

In kindergarten and grade three, the district implements an Option 2 Class Size Reduction. In this model, three teachers work with sixty students for the language arts and mathematics portion of the day. The students remain housed within two classrooms and the third teacher works with groups of children in both classrooms. The district plans to return to full Class Size Reduction at grades kindergarten and three, as new elementary schools open in the fall of 2004 and in 2005.

Subject	Avg. Class Size	2002 Number of Classrooms			Avg. Class Size	2003 Number of Classrooms			Avg. Class Size	2004 Number of Classrooms		
		1-22	23-32	33 +		1-22	23-32	33 +		1-22	23-32	33 +
English	29.0	9	86	7	28.7	13	93	6	29.3	11	74	10
Mathematics	29.6	4	45	3	29.4	3	37	3	29.5	5	56	9
Science	30.2		45	1	30.1	3	45	1	30.4	1	44	4
Social Science	28.1	3	44		30.4	3	40	6	29.7	2	42	4

TEACHER AND STAFF INFORMATION

Core Academic Courses Not Taught by NCLB Compliant Teachers

The *No Child Left Behind Act* (NCLB) requires that all teachers teaching in core academic subjects are to be "highly qualified" not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

For a school, the data reported are the percent of a school's classes in core content areas not taught by NCLB compliant teachers. For a district, the data reported are the percent of all classes in core content areas not taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district.

	School	District
This School	10.7	—
All Schools in District	—	15.1
High-Poverty Schools in District	—	4.5
Low-Poverty Schools in District	—	5.6

TEACHER AND STAFF INFORMATION (cont.)

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2002	2003	2004
Total Teachers	62	66	64
Teachers with Full Credential	56	61	61
Teachers Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	7	5	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	1

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners	—	—	3
Total Teacher Misassignments	—	—	3

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate	1.6	0.5
Master's Degree plus 30 or more semester hours	10.9	9.3
Master's Degree	18.8	21.6
Bachelor's Degree plus 30 or more semester hours	50.0	54.6
Bachelor's Degree	18.8	13.8
Less than Bachelor's Degree	0.0	0.2

TEACHER AND STAFF INFORMATION (cont.)

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions	—	—	0

Teacher Evaluations

EUSD evaluates all teachers at least biannually and probationary teachers annually. The teacher evaluation process incorporates a pre-evaluation, scheduled and unscheduled instructional observations, and a final evaluation. Objectives established between the principal and the teacher, reflecting the district's goals and adopted curriculum standards, guide the evaluations. Each teacher is evaluated on the effectiveness of his/her instructional program through formal and informal classroom observations and professional activities. We ensure that those practices are consistently applied to the teaching staff at Grant Middle School. Further, our teachers expand their professional expertise through regularly scheduled collaboration meetings, attendance at in-service activities inside and outside the district, and graduate college studies. Mentor teachers are assigned to all new teachers and to tenured teachers by request.

Substitute Teachers

The district maintains approximately 400 active substitute teachers districtwide. Our school may determine a priority list for calling substitutes who are most successful at our site or may restrict the calling of those not as successful with our students. Grant Middle School has had consistent coverage by substitute teachers except when an epidemic illness has stricken our district and neighboring districts or the absence occurs too late to obtain a substitute. An administrator or non-classroom, certificated person is called upon under such circumstances to ensure instructional continuity.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). One person who works 50 percent of full time equals .50 FTE.

Title	FTE
Counselor	4.0
Librarian	0
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.0

School Instruction and Leadership

Grant Middle School offers a comprehensive standards-based academic program that provides curriculum and instructional strategies designed to increase student achievement and to help all students become proficient or advanced in the California Academic Content Standards. The districtwide focus for 2004-2005 is to continue the implementation of standards-based language arts and mathematics programs, resources to meet the needs of English Language Learners, and intervention and support services for all students.

A group composed of staff, school site council members, and district administration annually develops a Single Site Plan to identify strengths of our school's programs and an area of growth for the school year. For the 2004-2005 school year all staff placed an emphasis on the following five areas: Standards Based Instruction with Common Assessments, Teaching to the Core, Writing Across the Curriculum, Student Centered Room Environments and A Culture of Achievement. Each member of our school community focused on creating a learning environment that was Positive, Professional, and Productive with an emphasis on following *The School Plan for Academic Achievement*. This school plan will be Grant Middle School's Road Map for the next three academic years. The school plan focuses on improved academic achievement in all core curricular areas and support programs. Through implementation of this plan students will meet and exceed site, district, state and federal standards. In addition staff collaborate on an on-going basis through School Leadership Team, School Leadership Team Committee, Department Chair, Department Grade Level Facilitator, Grade Level, and Staff Meetings. There are also many site and district staff development activities teachers are required, requested and encouraged to attend.

Technology is integrated in all subjects. Grant Middle School has these grants to compliment the curriculum: ACT technology grant and Gear Up Grant.

Leadership at Grant is a shared responsibility between district administration, the principal, instructional staff, students, and parents. Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum. Many teachers assume leadership roles as team leaders, committee chairs, grade level representatives, and district committee representatives. Mr. Garcia has been a Principal for five and a half years. His previous experience includes one and a half years as an Assistant Principal and eight years as a teacher.

Professional Development

EUSD has a diverse student population. In meeting the needs of all students, the district provides ongoing staff development in teaching strategies and resources, assessment tools and communication skills. Specific training activities are based on state, district, site, and, in some cases, individually-identified content and professional growth needs. In addition, teachers are encouraged to participate in local, statewide, and national training opportunities that will directly affect student achievement. Because new teachers often confront challenges as they begin teaching, EUSD participates in the Beginning Teacher Support and Assessment (BTSA) program, guided by the California Standards for the Teaching Profession, to train, support, and encourage new teachers to grow, reflect, and focus instruction on professional growth.

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Grant Middle School is on a modified traditional calendar of 180 instructional days and had two minimum days in the 2003-2004 school year.

Grade Level	Instructional Minutes	
	Offered	State Requirement
6	61,156	54,000
7	61,156	54,000
8	61,156	54,000

CURRICULUM AND INSTRUCTION (cont.)

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, and foreign language, as appropriate.

Selected Textbooks	Date of Publication	Subject	Year Adopted	A book for each student?	Class sets used?	Aligned w/ State Standards?
Prentice Hall <i>Timeless Voices, Timeless Themes</i>	2002	Language Arts	2003	Yes	No	Yes
Hampton-Brown <i>High Point</i>	2001	Reading Intervention	2003	Yes*	No	Yes
McDougal Littell Gr.6 <i>Structure & Method Course 1</i>	2001	Math	2002	Yes	Yes	Yes
Prentice Hall Gr.7 <i>Pre-Algebra</i> Gr.8 <i>Algebra 1</i>	2001	Math	2002	Yes	Yes	Yes
Holt, Rinehart & Winston <i>Science & Technology</i>	2001	Science	2001	Yes	Yes	Yes
Houghton Mifflin Gr.6 <i>A Message of Ancient Days</i> Gr.7 <i>Across the Centuries</i>	1999	History/ Social Studies	2000	Yes	Yes	Yes
Prentice Hall Gr.8 <i>American Nation</i>	2000	History/ Social Studies	2000	Yes	Yes	Yes
Heinle & Heinle <i>Making Connections and Voices in Literature</i>	1996	ELD	1999	Yes*	No	Yes
Glencoe <i>Buen Viaje</i>	2003	Foreign Language	2003	Yes*	No	No

* There is a book for each student requiring this program, but not a book for each student in the district.

Reading And Writing

The Prentice Hall literature series: *Timeless Voices, Timeless Themes* is our district core standards-based reading program for students in grades six through eight. The program provides quality literature using a research-based reading approach. Reading skills instruction provides a systematic progression of language skill-building activities that are aligned to the California Standards to ensure student mastery of essential language skills. Program resources are customized to provide learning activities to meet the needs of all students including English learners, reluctant readers, and advanced learners.

Mathematics

McDougal Littell's *Structure and Method Course 1* is the district adopted standards-based math curriculum for students in sixth grade. The *Structure and Method* program emphasizes reasoning, problem solving, statistics, communication skills, use of technology, visual and manipulative aids, number relationships and theory, patterns and functions, algebraic concepts, and the use of cooperative learning.

Prentice Hall's *Pre-Algebra* and *Algebra 1* are the district-adopted standards-based texts for students in grades seven through eight. The *Pre-Algebra* curriculum covers all content standards with an emphasis on working with numbers and equations and understanding the underlying mathematic principles. The *Algebra 1* curriculum covers all content standards with an emphasis on writing, solving and graphing linear and quadratic equations, and mathematical reasoning is interwoven throughout the text.

CURRICULUM AND INSTRUCTION (cont.)

Reading Intervention Program

The Hampton-Brown *High Point* Program, is for students in grades four through eight. It is a State Board of Education Intervention Reading Program designed to motivate and accelerate struggling readers and English Learners' reading achievement. It is a standards-based program that contains extensive vocabulary development skills practice, a complete learning-to-read strand, direct instruction in reading strategies, comprehensive grammar instruction, and writing projects. It also provides specialized instructional strategies to address diverse learning needs. *High Point* assessments provide a full array of tests to diagnose, plan instruction, and measure student progress.

History/Social Science

Houghton Mifflin's *Across The Centuries* and *A Message Of Ancient Days* are the district standards-based history social science adoptions for students in sixth and seventh grades, respectively. The textbooks cover ancient and early history and present the original principles upon which many cultures and religions were built.

Prentice Hall's *The American Nation* is the district standards-based history social science adoption for students in eighth grade. *The American Nation* weaves together first-hand accounts of inspiring anecdotes, events in small communities and those that share our entire nation. It delivers content in compelling stories that students want to read and builds the skills to connect American history to the world around them.

Middle School Science

The Holt *Science & Technology (Earth, Life, Physical)* is the district science adoption for sixth, seventh and eighth-grade students respectively. The science texts are standards-based and provide a variety of teaching resources in earth science, life science, and physical science. District science classes are taught using a combination of teacher presentations and student hands-on inquiry that include technology resources such as CD ROMs. Student progress is assessed using the program skills and performance-based assessments, checklists, and rubrics.

English Language Development

Heinle & Heinle's *Making Connections* and *Voices in Literature* is a program designed to help middle school English Language Learners learn personal, academic, and community goals through integrated learning. Students develop language for academic success and use a variety of reading and writing strategies to support what they learn through literature.

Foreign Language

The Glencoe Spanish series, *Buen Viaje! Level 1* focuses on language and real-life contexts, giving students the skills to make friends and communication in the Spanish-speaking world. The program uses a variety of exercises and exciting learning activities to enhance student's communication skills.

Supplemental Student Services

Grant Middle School received special funds for Supplementary Educational Programs. The special programs include: Special Education, School Improvement Program (SIP), English Language Acquisition Program (ELAP), Safe and Drug Free Schools (Title V), Title I, Title III, GEAR UP Grant, and Boys and Girls Club Grant.

These funds help support a variety of programs, personnel and materials; After School Programs (SES, XTrack, PASS 9, and GEAR UP), AVID and GEAR UP Tutors, Literacy Assessment Coordinator, English Language Development Resource Teacher, Alternative Learning Center Teacher, Instructional Assistants, Computer Technician, Honors Level Discipline Clerk, Parent Involvement Technicians, Staff Development, Field Trips, Supplemental Curriculum and Materials/Supplies.

FISCAL AND EXPENDITURE DATA

Expenditures (Fiscal Year 2002-2003)

For the 2002-03 school year, the total operational cost of the school district was \$125.8M, or \$6,433 per student. The majority of the expenditures were for student instruction, including employee salaries/benefits and classroom supplies/equipment. Instructional Services include libraries, staff/curriculum development, and other administrative costs. Pupil Services include guidance, counseling, psychological, healthcare, transportation, and other pupil services. Maintenance/Operations/Facilities includes custodial, maintenance, and facilities costs. General Administration includes business services, personnel, and other administrative services. Other costs include debt service payments, interfund transfers, and other community services. Lottery expense comprises 2.60% of total expenditures.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$125,832,735	\$6,433	\$6,542	\$6,822

Average Salaries (Fiscal Year 2002-2003)

Data reported are the district average salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409.

Category	District Amount	State Average
Beginning Teacher Salary	\$ 36,669	\$ 37,951
Mid-Range Teacher Salary	\$ 57,711	\$ 61,262
Highest Teacher Salary	\$ 73,104	\$ 74,414
Average Principal Salary (Middle)	\$ 97,399	\$ 95,946
Superintendent Salary	\$ 157,046	\$ 140,715
Percent of Budget for Teacher Salaries	46.33%	44.6%
Percent of Budget for Administrative Salaries	4.96%	5.5%